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ABSTRACT

Project SHARE (Staff Helping Attain Relevant Education), a project funded by Title VII of the Elementary and Secondary Education Act, was in its third and final year of operation in 1992-93, in eight primary schools in the Bronx, Brooklyn, and Manhattan (New York). The project served 141 limited English proficient students from low-income families in 1992-93 by providing English-as-a-Second Language (ESL) instruction using total physical response and multisensory and literature-based approaches and providing native language arts instruction (in Spanish) using language experience, whole language, and literature-based approaches. Project SHARE offered training to teachers, paraprofessionals, supervisors, administrators, and parents on issues related to multicultural assessment and bilingual instruction in special education. The project also provided workshops and training activities on consultation and assessment processes and on instructional techniques. Project SHARE provided parents with materials and information to enable them to assist their children at home and offered parents a variety of workshops. Project SHARE met all seven of its staff development objectives and all three of its parental involvement objectives. It did not meet its ESL objective or its objectives for the mastery of English, Spanish, and social skills. Appendices provide a list of instructional materials, a class schedule, and a staff questionnaire. (JDD)

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OREA Report

Staff Helping Attain Relevant Education
(Project SHARE)
Transitional Bilingual Education Grant T003L00025
FINAL EVALUATION REPORT
1992-93

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Staff Helping Attain Relevant Education
(Project SHARE)
Transitional Bilingual Education Grant T003L00025
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

The Staff Helping Attain Relevant Education Program (Project SHARE), an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, was in its third and final year of operation in 1992-93. The project functioned at P.S. 112 and P.S. 146 in Community School District (C.S.D.) 4, Manhattan; at P.S. 48 in C.S.D. 8, and at P.S. 134 and P.S. 66 in C.S.D. 12, in the Bronx; and at P.S. 202 in C.S.D. 19, and P.S. 145 and P.S. 384 in C.S.D. 32, in Brooklyn.

In the year under review, the project served 141 limited English proficient (LEP) students in the Modified Instructional Service (MIS) IV category. Over the three-year funding cycle, 241 students received services. Participating students received instruction in English as a second language (E.S.L.) using total physical response and multisensory and literature-based approaches. Native language arts (N.L.A.) instruction used language experience, whole language, and literature-based approaches. Content area instruction used multisensory and experiential approaches in the child's native language.

Project SHARE offered training to teachers, paraprofessionals, supervisors, administrators, and parents on issues related to multicultural assessment and bilingual instruction in special education. Project staff also provided approximately 10 one-on-one consultation interventions at each site, helping local staff deal with particular cases. The project also provided workshops and training activities on the consultation and assessment processes and on instructional techniques suitable for MIS IV bilingual teachers and paraprofessionals.

Project SHARE provided parents with materials and information to enable them to assist their children at home. The program also offered parents a variety of workshops.

Project SHARE met all seven of its staff development objectives and all three of its parental involvement objectives. It did not meet its E.S.L. objective or its objectives for the mastery of English, Spanish, and social skills. The project did not supply sufficient data for OREA to evaluate the E.S.L.-oriented objective for progress in mainstream placements.

OREA does not offer any recommendations since this was the project's final year.

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I. INTRODUCTION

In 1992-93, the Staff Helping Attain Relevant Education Program (Project SHARE) was in its third and final year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The project functioned in Manhattan at P.S. 112 and P.S. 146 in Community School District (C.S.D.) 4; in the Bronx at P.S. 48 in C.S.D. 8, and P.S. 66 and P.S. 134 in C.S.D. 12; in Brooklyn at P.S. 202 in C.S.D. 19, and at P.S. 145 and P.S. 384 in C.S.D. 32.

The student population of 588 at P.S. 112 was 57 percent Latino, 40 percent African-American, 1 percent European-American, 1 percent Asian-American, and less than 1 percent Native American.* Most students (84 percent) came from low-income families. Nine percent of the students were of limited English proficiency (LEP). At P.S. 146, where 633 students were enrolled, the distribution was similar: 56 percent Latino, 41 percent African-American, 1 percent Asian-American, 1 percent European-American, and less than 1 percent Native American. Most students (92 percent) came from low-income families, and 11 percent were LEP. Visits to these schools by the OREA consultant found colorful bulletin boards, quiet and well-lit corridors, and classrooms that seemed airy and bright. Photographs of the students as well as their writings and art decorated the walls.

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* Percentages have been rounded off and may not total 100.

At P.S. 48, the student population of 1,140 was 76 percent Latino and 23 percent African-American. Asian-Americans and European-Americans made up the remaining 1 percent. Most students (93 percent) came from low-income families, and 16 percent were LEP.

At P.S. 66, of 893 students enrolled, 76 percent were Latino, 22 percent African-American, and 1 percent Asian-American. European-Americans and Native Americans together constituted less than half a percent. Most of the students (91 percent) were from low-income families, and 27 percent were LEP. At P.S. 134, the 681 students were 52 percent Latino, 46 percent African-American, and 1 percent European-American. Asian-Americans and Native Americans together constituted less than 1 percent. Virtually all students came from low-income families, and 21 percent were LEP.

Of 930 students at P.S. 202, 60 percent were African-American and 40 percent Latino. Most (96 percent) of the students came from low-income families, and 17 percent were LEP.

At P.S. 145, the student body of 1,149 was 95 percent Latino, 4 percent African-American, and less than 1 percent Asian-American. Ninety-one percent of the students were eligible for the free-lunch program, and 51 percent were LEP.

At P.S. 384, the student population of 795 was 58 percent Latino and 41 percent African-American, with Asian-Americans and European-Americans together accounting for the remaining 1 percent. Most students (91 percent) came from low-income families, and 23 percent were LEP.

STUDENT CHARACTERISTICS

Project SHARE served a total of 141 Modified Instructional Service (MIS) IV LEP students in kindergarten through second grade. (See Table 1.) LEP status was indicated by Language Assessment Battery (LAB) scores at or below the 40th percentile. Male students numbered 103 (73.0 percent) and female 38 (27.0 percent).

TABLE 1

Number of Students in Project SHARE,
by Site and Grade Level

Site	KG	1	2	Total
P.S. 112M	8	6	14	28
P.S. 146M	2	3	4	9
P.S. 48X	11	12	18	41
P.S. 66X	3	4	2	9
P.S. 134X	8	6	11	25
P.S. 202K		3	7	10
P.S. 145K		2	8	10
P.S. 384K		3	6	9
Total	32	39	70	141

All project participants had Spanish as their home language. A majority (80.1 percent) were born in the United States. (See Table 2 for countries of origin.) Students who emigrated to this country had little or no schooling in their native country. A majority (81.6 percent) of the participants came from low-income families and were eligible for the free-lunch program.

Needs Assessment

Before implementing the project, the Division of Special Education conducted an exhaustive needs assessment survey. Districts with the highest concentration of MIS IV LEP children were targeted to participate in Project SHARE. The data obtained from the assessment indicated four primary needs:. (1) an instructional design that integrated language and cognitive development for disabled limited English proficient children; (2) a consultative approach that supported collaborative problem-solving among those serving this population; (3) intensive training in teaching MIS IV classes; and (4) parent involvement and training.

TABLE 2
Students' Countries of Origin

Country of Origin	Number of Students
United States	113
Puerto Rico	11
Mexico	4
Dominican Republic	3
Costa Rica	1
Honduras	1
Unreported	8
Total	141

PROJECT OBJECTIVES

Student Objectives

- By the third year of the project (June 1993), a minimum of 70 percent of participating students will improve in English language skills, as measured on the Language Assessment Battery.

- During the three years of the project (ending June 1993), progress will be evident in moving target children towards mainstream placements and in a corresponding transition towards more use of English.

- At the end of the third year, a minimum of 70 percent of pupils participating in Project SHARE will demonstrate 30 new skills consistent with the student's individualized education plan (I.E.P.) short term objectives for communicative skills in Spanish and English (15 in English and 15 in Spanish).

- At least 70 percent of project students, by year three, will demonstrate mastery of ten new skills consistent with the student's I.E.P. short term objectives for social skills.

Staff Development

- Within three years, a minimum of 10 short-term consultation interventions will be initiated at each site as determined by completed consultation progress reports.

- By the end of the third year of the project, staff will demonstrate high satisfaction with the Consultative Assistance Model as determined by a staff survey form.

- By the conclusion of the project, all staff (teachers, paraprofessionals, S.B.S.T. team members) will have participated in training sessions on using appropriate instructional and assessment approaches for handicapped limited English proficient (HLEP) children.

- At the end of three years, 100 percent of teachers of MIS IV classes will have participated in workshops on adapting and preparing curriculum materials appropriate for the target population, as determined by attendance and evaluation forms.

- By the end of the project year, 80 percent of all staff will have demonstrated mastery of skills developed in training sessions as determined by a self-evaluation knowledge instrument.

- By the end of the third year of the project, 100 percent of S.B.S.T. members at each site will have participated in training sessions on the consultative approach.

- By the end of the third year of the project, 100 percent of teachers at each site will have participated in training sessions on the consultative approach.

Parental Involvement

- By the end of the third year, 100 percent of the parents of students participating in project SHARE will have received materials and other information on bilingual special education and the consultative approach to enable them to assist their children at home.

- Resulting from greater understanding of their role in the project over a period of three years, parents will demonstrate their role in the educational process by increased attendance and satisfaction at training sessions.

- By the conclusion of the project period, a minimum of 50 percent of the parents will have attended workshops on strategies to assist their child at home, due process, the consultative approach, and the necessity of their input in the assessment of their children.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project SHARE provided instructional and support services to 141 Spanish-speaking MIS IV students and their families. The project's main goal was to develop students' cognitive/academic and social skills through the use of native or home language (Spanish) and appropriate English as a second language (E.S.L.) techniques. Weekly, participating students received five periods of beginning level E.S.L., five periods of native language arts (N.L.A.), six periods of reading (which was divided between English and Spanish according to

the needs of individual students), two periods of art/music, and three periods of physical education.

The project also provided consultation services to the School-Based Support Teams (S.B.S.T.s) at each site as well as to teachers, paraprofessionals, supervisors, and administrators when questions arose concerning the assessment and instruction of bilingual special education students.

Additionally, the project offered training sessions and workshops to school-based staff on issues related to multicultural instruction and bilingual assessment.

Materials, Methods, and Techniques

Content area classes were taught in Spanish. Each class was 45 minutes long. A wide array of strategies and techniques were used, including whole language learning, total physical response, the multisensory approach, and a literature-based approach which had students dramatize events from stories read to them. The children also used blocks, crayons, dolls, and a variety of games. The teachers played vocabulary games with the students and developed charts based on activities or trips. Art, music, and physical education were taught using E.S.L. methodology for a total of five periods per week.

Project staff adapted curriculum material for project students and provided additional or supplementary materials to each site. During the year under review, Project SHARE developed and disseminated materials and information on bilingual special education and the consultative approach to parents and school staff.

For a list of instructional materials used in the project, please see Appendix A.

Staff Qualifications

Title VII staff. The project's Title VII staff included an educational diagnostician, a school psychologist, and a school social worker. For a description of degrees and language proficiencies (teaching or communicative*) see Table 3.

TABLE 3

Title VII Staff Qualifications

Position Title	Degree(s)	Language Competence
Bilingual Educational Diagnostician	M.A.	Spanish (TP)
Bilingual School Psychologist	P.D., M.A.	Spanish (TP)
Bilingual School Social Worker	M.A.	Spanish (TP)

The three Title VII staff members worked as a team to provide consultation and training activities. The bilingual educational diagnostician planned, developed, and conducted training on the consultative model. Her responsibilities included research and review of bilingual assessment instruments as related to language acquisition, academic achievement, and development of social skills, as well as consultation with field-based bilingual S.B.S.T./Committee on Special Education (C.S.E.) members to develop assessment instruments and strategies. The bilingual social worker

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. The language proficiency of paraprofessional staff who are native speakers of the students' home language is denoted by NS.

organized and conducted parental involvement activities and served as a parent ombudsman. The bilingual school psychologist was responsible for researching and reviewing psychological assessment instruments appropriate to disabled LEP children, consulting with field-based bilingual S.B.S.T./C.S.E. members to develop Spanish-language assessment instruments and strategies, and helping to develop training materials and modules in the area of bilingual psychological assessment of disabled LEP children.

Other staff. Tax-levy funds paid the salaries of the project director, 18 classroom teachers and six paraprofessionals. See Table 4 for certifications and language proficiency. The project director's responsibilities included the overall supervision of staff and coordination of the project's activities, including information-gathering for the evaluation.

Prior to the implementation of the project, most of the teachers had limited experience in teaching MIS IV LEP students. They had had only limited training in bilingual and multicultural education. All teachers met the minimum New York State certification requirements for their respective areas of instruction.

At each site, the S.B.S.T. worked with the district's C.S.E. to evaluate and refer students to special education. Each team consisted of a school psychologist, an educational evaluator, and a social worker. A major aim of the project was to be available to the S.B.S.T. members for consultation and to provide them with resource materials and training. Their degrees and language proficiency are also reported in Table 4.

TABLE 4

Qualifications of Non-Title VII Staff

Title	Degrees	Certifications	Language Proficiency
Project Director	P.D., M.A.	Supervision & Administration (NYS); Spec. Ed. Admin. (NYC)	Spanish TP
18 Teachers	8 Master's 10 Bachelor's	18 Special Education	18 Spanish TP
6 Paraprofessionals	6 High School		4 Spanish NS
8 School-Based Support Teams; i.e., 8 School Psychologists, 8 Ed. Evaluators, 8 Social Workers	24 Master's	Appropriate Professional Licenses	10 Spanish TP

Staff development. Teachers of participating students participated in a series of monthly and weekly activities, symposia, workshops, and conferences sponsored by the project and the C.S.D.s' bilingual education offices. In the wake of positive staff response to the project's first year of training, the Board of Education had established a Bilingual Special Education Academy to arrange presentations by noted speakers, which staff attended voluntarily each month. Workshops and symposia were on N.L.A. and E.S.L. instructional techniques, the assessment and instruction of LEP special education students, the use of the whole language approach in bilingual curricula, identification of auditory difficulties, planning strategies for linguistically and culturally diverse students in the educational system, and creative conflict resolution.

Instructional Time Spent on Particular Tasks

The class schedule of a typical MIS IV bilingual student is provided in Appendix B.

Length of Time Participants Received Instruction

Students had a mean of 1.6 years (s.d.=1.2) of education in the United States. The median amount of time students participated in Project SHARE was 20 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Students

The program targeted early childhood bilingual MIS IV students. At one school, all three members of the S.B.S.T. were bilingual. At five other schools, at least one member of the team was bilingual. At the two remaining schools, where the team was monolingual, other staff translated when necessary.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a number of parent workshops, and parents attended the New York State Association for Bilingual Education (SABE) Parent Institute. They received information on their rights to due process in their dealings with schools and C.S.D.s; on ways to help their child succeed in school and prepare for the citywide reading test; on what constitutes a learning disability; on how to prepare an activity with their child and how to discipline the child.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

The Office of Research, Evaluation, and Assessment (OREA) used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by the Project

Data were collected from all participating students for whom there were pre- and posttest scores. Instruments used to measure educational progress were reasonably appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English language skills.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. All students were tested at the appropriate grade level.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the staff development objectives, OREA developed a Likert scale of 1 to 5 (with 5 indicating a great deal of satisfaction and development of skills) which project personnel administered to all participating staff (see Appendix C).

To evaluate the parental involvement component, an OREA consultant reviewed attendance and feedback forms completed by parents at a variety of project-sponsored workshops.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed classes during visits to project sites. The project evaluator collected the

data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Since all project students were MIS IV, however, directions were amplified and time limits were not adhered to.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data.

To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference

between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The pre/post gains thus measured offer evidence of progress. The norm-referenced scores themselves should be interpreted with great caution, however, as the non-standard test administration procedures which were used for MIS IV students weaken the basis for comparison with the norm group.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project SHARE carried out all instructional activities specified in its original design. Throughout the school year, students received instruction in an integrated curriculum using the whole language approach for both notive language instruction and E.S.L.

LEP Participants' Progress in English

Project students received five periods of instruction per week in E.S.L. in addition to five periods of reading instruction which were divided between English and Spanish according to the students' individualized education programs.

An OREA consultant observed three second grade E.S.L. classes, two at P.S. 112 and one at P.S. 146. The classrooms were bright and had vocabulary charts, rule charts, children's work, and posters displayed on the walls. Plants at different stages of growth were used for instruction in the science center and seemed attractive. All three classrooms displayed a world map with the language and pictures of people from different countries.

In an E.S.L. class at P.S. 112, the OREA consultant observed a lesson that was conducted using a literature-based approach. Students dramatized events from stories read to them. They were very excited, and even students who were shy at the beginning of the class actively participated in the story-telling. The children also used puppets, paints, and spin-and-see manipulatives to develop visual and verbal skills. The students had prepared a crafts book with the help of a young artist who visited them each week.

The teacher communicated with the students in English. A paraprofessional assisted the teacher.

The OREA consultant observed a second E.S.L. class at P.S. 112. Posters showing different shapes, fruits, and vegetables were displayed. Dolls, puppets, and papier maché items decorated the classroom. The science center had a fish tank. The teacher used multisensory, whole language, and total physical response techniques. A paraprofessional assisted the teacher. Students sat in a circle, and as the teacher played a tape, the children acted out the song.

An OREA consultant observed an E.S.L. class at P.S. 146. Four paraprofessionals were present, three of them assigned to three physically disabled students. The teacher was expert in drawing out her pupils and retaining their attention and active participation. She communicated with the children in Spanish and English. Teaching strategies used included the total physical response, multisensory, and natural approaches. All methodologies centered around particular themes, which included people, countries, and types of houses.

Chairs and tables in the classroom were put to one side, and all but those who were physically unable to do so sat on the rug in a semicircle. (Those children participated fully in the discussion while remaining in their wheelchairs.) The teacher played word-matching and vocabulary games with the children, and together they developed language charts based on classroom activities and trips. The teacher put up magnetized pictures of circus performers, and the students identified each type of act. The class was particularly exciting for the children, since they had gone to the circus on a field trip in the summer.

The evaluation objectives for English development were:

- By the third year of the project (June 1993), a minimum of 70 percent of participating students will improve in English language skills, as measured on the Language Assessment Battery.

There were complete pre- and posttest scores on the LAB for 76 students. (See Table 5.) Of these, 40.8 percent demonstrated an increase from pre- to posttest scores, less than the proposed 70 percent. Overall, the students achieved a mean gain of 1.0 N.C.E.s. This was not statistically significant, although gains achieved at one site, P.S. 112, were statistically significant ($p<.05$). (See Table 5.)

The project did not meet its first E.S.L. objective.

- During the three years of the project (ending June 1993), progress will be evident in moving target children towards mainstream placements and in a corresponding transition towards more use of English.

In both the second and third year of funding, a single project student was fully mainstreamed into an English-only program. Although project staff reported that by the final year at least one class had been shifted to English-only instruction for some subject areas, data were insufficient to allow OREA to evaluate this objective.

OREA could not evaluate the E.S.L. objective for progress toward mainstream placements.

LEP Participants' Progress in the Native Language

All of the project students lacked literacy in Spanish at the beginning of the year and were offered five periods a week in native language arts at the literacy level. The staff used whole language, literature-based, and language experience approaches for instruction.

The evaluation objective that addressed native language development was:

- At the end of the third year, a minimum of 70 percent of pupils participating in project SHARE will demonstrate mastery of 30 new skills consistent with the students' I.E.P. short term objectives for communicative skills in Spanish and English (15 in English and 15 in Spanish).

In the three years of the project, OREA received data on 241 students. Of these, 96 (40 percent) mastered 15 or more English skills and 67 (28 percent) mastered 15 or more Spanish skills. These percentages were well below the target figures. However, in the third year alone, half of the students mastered 75 percent of their proposed I.E.P. objectives in English, and over half (56.8 percent) achieved 75 percent of their I.E.P. objectives in Spanish.

Project SHARE failed to meet its objective for the mastery of I.E.P.-listed skills in English and Spanish.

LEP Participants' Academic Achievement

The project did not propose a content area objective.

Content area instruction was entirely in Spanish in kindergarten through second grade. Project SHARE mostly used teacher-made materials for instruction in mathematics, science, and social studies in the early grades. Teaching strategies included the multisensory approach (listening, speaking, seeing, touching) and experiential approaches. The children also used blocks, crayons, the chalkboard, and a variety of games.

In addition, art, music, and physical education were taught with an E.S.L. methodology for a total of five periods a week.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Grade

Project Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 112	28	19	14.5	11.9	21.8	10.8	7.4	13.3	2.41*
P.S. 146	9	3	6.3	9.2	10.0	9.0	3.7	12.9	0.49
P.S. 48	41	22	19.9	15.7	19.6	13.1	–0.3	23.4	–0.05
P.S. 66	9	0	--	--	--	--	--	--	--
P.S. 134	25	11	10.7	14.8	12.3	9.2	1.5	11.1	0.46
P.S. 202	10	7	17.6	8.9	8.0	7.7	–9.6	5.1	–4.97
P.S. 145	10	10	18.7	15.2	12.1	14.3	–6.6	13.1	–1.59
P.S. 384	9	4	21.3	12.8	32.3	39.2	11.0	28.6	0.77
Total	141	76	16.4	13.8	17.3	14.7	1.0	17.5	0.48

*$p<.05$

- Project SHARE students at one site showed a significant gain on the LAB.

Participants' Social Skills

The project attempted to increase social skills in participants and proposed the following objective:

- At least seventy percent of project students, by year three, will demonstrate mastery of ten new skills consistent with the student's I.E.P. short term objectives for social skills.

Of the 241 students who participated in the project for at least one year, 61 (25 percent) were reported to have mastered ten or more social skills.

The project did not meet its socialization objective.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

One student was mainstreamed during the course of the year. One student was mainstreamed in the year previous to the one under review, but progress was not monitored.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Grade Retention

Project SHARE did not propose any objectives for the reduction of grade retention. One Project SHARE student (0.7 percent) was retained in grade this year. In the previous year, 7 project students (4.8 percent) were retained in grade.

Attendance

Project SHARE did not propose any objectives for attendance. The overall project attendance rate for the year under review was 87.0 percent, based on 107 students.

STAFF DEVELOPMENT OUTCOMES

The project proposed seven objectives for staff development:

- Within three years, a minimum of 10 short-term consultation interventions will be initiated at each site as determined by completed consultation progress reports.
- By the end of the third year of the project, staff will demonstrate high satisfaction with the Consultative Assistance Model as determined by a staff survey form.
- By the conclusion of the project, all staff (teachers, paraprofessionals, S.B.S.T. members) will have participated in training sessions on using appropriate instructional and assessment approaches for LEP children.
- At the end of three years, 100 percent of teachers of MIS IV classes will have participated in workshops on adapting and preparing curriculum materials appropriate for the target population.
- By the end of the project, 80 percent of all staff will have demonstrated mastery of skills developed in training sessions as determined by self-evaluation knowledge instrument.
- By the end of the third year of the project, 100 percent of S.B.S.T. members at each site will have participated in sessions on the consultative approach.
- By the end of the third year of the project, 100 percent of teachers at each site will have participated in training sessions on the consultative approach.

In each of the three years of funding, the project provided between 10 and 13 consultation interventions at each site. A wide range of subjects was discussed, including skills to be used with parents, working with extremely disruptive children, helping children cope with tragedy, strategies to reduce the number of inappropriate referrals to special education, the links between assessment and instruction, and the development of resource materials.

In the year under review, OREA-developed survey forms were disseminated to staff to measure satisfaction with the Consultative Assistance Model. Twenty-two completed forms were returned to OREA. Eighteen staff members (81.8 percent) indicated satisfaction with the model, and 20 (90.9 percent) professed mastery of skills developed in training sessions.

In addition to the consultation efforts, which often took place one-on-one, the project conducted an extensive program of group training. In the year under review, Project SHARE provided four workshops and a roundtable discussion covering topics such as E.S.L. and N.L.A. methodology for special education teachers, the identification of auditory difficulties, and creative conflict resolution. The program also sponsored several training sessions on topics such as whole language in the bilingual curriculum, hands-on science activities, and integrating social studies into the curriculum. All project staff attended the workshops and training sessions.

In August 1992, key program staff attended a five-day summer institute conducted in Colorado by the Bueno Center for Multicultural Education. This institute explored issues connected with bilingual special education. In January 1993, the Bueno Center followed this up with a three-day institute in New York on the assessment and instruction of linguistically and culturally diverse students. All S.B.S.T. members, bilingual special education teachers, paraprofessionals, and administrators connected with Project SHARE attended this institute.

The Bilingual Special Education Academy, established by popular demand after the first year of Project SHARE, offered seven workshops during the year under review. Approximately 30 staff and S.B.S.T. members participated in each session.

Topics included development of standardized tests of academic skills for Spanish-speaking children, individualizing instruction in bilingual special education classes, the process of acculturation in immigrant families, and legal bases for bilingual special education.

Staff also attended two workshops sponsored by C.S.D.s in which the project operated. One, attended mainly by S.B.S.T. members, explored the implications for assessment in current views of second-language acquisition; the other, attended by teachers as well as S.B.S.T. members, applied the philosophy of whole language learning to the bilingual classroom.

The final staff development activity, provided in collaboration with other Title VII projects, was a three-credit course on the psychology of the bilingual student offered at Fordham University in the first week of summer 1993.

Project SHARE met all seven objectives for staff development.

CURRICULUM DEVELOPMENT OUTCOMES

Project SHARE did not propose any objective for curriculum development. Project staff, however, adapted and translated theme packets on topics such as the rain forests, homes, the human body, Africa, and the California Achievement Test (CAT). The project also provided parents with adapted and translated articles on various themes.

PARENTAL INVOLVEMENT OUTCOMES

Project SHARE proposed three objectives for parental involvement.

- By the end of the third year, 100 percent of the parents of students participating in Project SHARE will have received materials and other information on bilingual special education and the consultative approach to enable them to assist their child at home.

Materials about bilingual education and helping their child succeed in school were distributed during parent workshops.

The project met its objective for dissemination of materials to parents.

- Resulting from greater understanding of their role in the project over a period of three years, parents will demonstrate their role in the educational process by increased attendance and satisfaction at training sessions.

- By the conclusion of the project period, a minimum of 50 percent of the parents will have attended workshops on strategies to assist their child at home, due process the consultative approach, and the necessity of their input in the assessment of their children.

The project provided OREA with sign-in sheets and evaluation forms completed by parents at several sites. At least 50 percent of the parents appear to have attended at least one of the workshops. Their comments were consistently positive: one said, "I felt better for being able to talk about my problems without being afraid." A small number of parents also attended the New York State Association of Bilingual Education Parent Institute.

Project SHARE met its objectives for parents' attendance and satisfaction with workshops and training sessions.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project SHARE provided instruction in E.S.L., N.L.A., and the content areas to MIS IV LEP students. The project offered consultation services to S.B.S.T. members, teachers, supervisors, administrators, and parents on issues related to bilingual instruction for MIS IV students. Project SHARE met all seven staff development objectives for consultation intervention, staff participation in training sessions, satisfaction with the Consultative Assistance Model, mastery of skills in training sessions, participation by teachers in workshops, participation by S.B.S.T. members in sessions on the consultative approach, and participation by all teachers at each site in training sessions on the consultative approach. The project also met its three parental involvement objectives. The project did not meet its main E.S.L. objective or the objectives for mastery of I.E.P.-listed skills in English, Spanish, and social skills. Data were insufficient to evaluate the E.S.L. objective for progress in mainstream placement.

MOST AND LEAST EFFECTIVE COMPONENTS

Staff development and parental involvement were highly effective components of Project SHARE. Workshops and training sessions for teachers and other staff members greatly enriched their participation and improved their teaching techniques. The project carried out extensive consultation interventions, targeting S.B.S.T. members in particular. Parents attended a variety of informative and consultative events. Both parents and staff expressed satifaction with these services.

In other areas, the project seems to have been less effective. Although the OREA consultant's observation of classes indicated lively participation, the project did not meet its goals for students' mastery of skills listed in their I.E.P.s. With regard to E.S.L., OREA found that less than the proposed percentage of students made gains on the LAB, although project students overall did achieve a mean gain.

RECOMMENDATIONS TO ENHANCE PROGRAM EFFECTIVENESS

OREA did not offer any recommendations since this was the project's final year.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher
K-6	Big Chants	Graham & Parrino	Attanasio
K-6	Jazz Chants for children	Graham & Parrino	Attanasio
K-3	Who's behind the Door	Michael Salmon	Steck-Vaughn
K-6	The Complete ESL/EFL Resource Book: Strategies,Activities & Units for the Classroom	Mona Scheraga & Jean Maculaitis	National Textbook Company
K-adult	ESL Teacher's Activity Kit	Elizabeth Claire	Prentice Hall
	ESL & Big Books Whole Language Activity Guide Special Education	Michael Walker	Addison-Wesley
K-3	Literature-based Art Activities	Darlene Ritter	CTP
K-3	Just One More	Mary Blocksma	Children's Press

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Author	Publisher
K-3	Un Cuento Más	*	Hampton-Brown
K-3	Literatura Para el Jardin de Niños	Celilia EA Soberon Fernandes Editores	*
K-3	Experiences with Literature: A Thematic Whole Language Model the K-3 Bilingual Classroom	Neverez, Mireles & Ramirez	Addison-Wesley
K-6	A Magical Encounter: Spanish-language literature in the Classroom	Alma Flor Ada	Santillana
K-3	Let's Play Games in Spanish Vol.1: Bilingual Holistic Instructional Strategies ESL	*	Hampton-Brown
K-3	ESL Theme Links	*	Hampton-Brown
K-3	Rimas Y Risas	*	Hampton-Brown

* Information not supplied.

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
Pre-K to 2	Teaching Young Children Using Themes	Marjories J. Kostelnik, ed.	Good Year Books	*

Social Studies

Grade	Title	Author	Publisher	Date of Publication
K-adult	Africa is not a Country: it's a Continent	Dr. Arthur Lewin	Clarendon Publ. Co.	*

* Information not supplied.

Materials for S.B.S.T.

Home School Collaboration NASP
Children At Risk
I Can't Sit Still
Positively Different
Good or Bad Feelings Game
Feelings Posters
Limiting Bias in the Assessment of Bilingual Students
The Power of Two Languages

APPENDIX B

Class Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:30	Homeroom	Reading*	Reading*	Reading*	Reading*
9:30 - 10:15	Reading*	N.L.A.	N.L.A.	N.L.A.	N.L.A.
10:15 - 11:00	E.S.L.	E.S.L.	E.S.L.	E.S.L.	E.S.L.
11:00 - 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 - 12:35	Phys. Ed.	Reading*	Music	Phys. Ed.	Science
12:35 - 1:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:25 - 2:10	N.L.A.	Social Studies	Mathematics	Science	Phys. Ed. (Health & Safety)
2:10 - 2:55	Library	Social Studies	Social Studies	Arts & Crafts	Library

* Reading could be in either English or Spanish, depending on the needs of the individual student.

APPENDIX C

Likert Scale: Staff Questionnaire

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790

Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Staff Development
Spring 1993

5 8
1 2

Program: **Project SHARE**

Directions:	Please write the numbers that show how you feel in the boxes on the right.

1. How Satisfied are you with the Consultative Assistance Model?

Not at all |__|__|__|__|__| A great deal
1 2 3 4 5

☐ 3

2. How much have your skills developed as a result of participating in training sessions?

Not at all |__|__|__|__|__| A great deal
1 2 3 4 5

☐ 4

Thank you very much for your assistance.